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ABSTRACT

This pamphlet presents a medium which attempts to capitalize on the major strengths of all reading language approaches by incorporating the three basic teaching methods (auditory-visual-kinesthetic). The Picture-Vocabulary-Story (PVS) medium is designed to provide students with suitable experiences, knowledge of vocabulary, comprehension of what they are doing, and the ability to synthesize. The construction of a lesson includes: (1) selecting a picture that tells a story, (2) identifying a list of words related to the picture, (3) mounting the picture on a piece of cardboard, (4) dividing the back of the picture into equal-size rectangles, (5) printing the vocabulary words in the rectangles, (6) dividing the right side of a file folder into the same number of rectangles as the back of the picture, (7) printing the vocabulary from the back of the picture onto the file folder in the same sequence, and (8) cutting the picture into the same number of rectangles that appear on the back. The pupil then uses the PVS by matching the vocabulary cards by placing them on the file folder, closing the file folder and flipping it over, opening the folder with picture on the left and vocabulary on the right, studying the picture and vocabulary, and writing his own story using the picture and vocabulary words. (WR)

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PICTURE-VOCABULARY-STORY

P-V-S

Bruce A. Lloyd

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P - V - S

Picture - Vocabulary - Story

A Guide to
The New Reading Process
Through
a
Total Language Approach

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FOREWARD

So far in this decade of the 1970's many suggestions for the improvement of reading and language instruction have been proffered for educators to consider in the classroom. All ideas seem to be sincere attempts at helping pupils increase their reading proficiency and language facility. But whereas many programs have real merits they also have real deficiencies. No reading or language program yet suggested is perfect for all pupils under all learning conditions. However, reading and language teachers continue striving for the ideal educational programs and the account in this book is yet another attempt at this challenge.

The proposed Picture - Vocabulary - Story procedural medium appears to capitalize on the major strengths of all reading and language approaches because it incorporates the three basic teaching methods (auditory-visual-kinesthetic), and has few of the disadvantages of previously utilized instructional programs. For those teachers vitally

interested in the challenge of helping each pupil read, listen, speak, and write to the maximum of his capabilities, then the implementation of P - V - S in the classroom instructional program is worthy of consideration.

An Overview

P - V - S is the product or the result of considerable research, reflection, and synthesis into the fundamental factors of reading and related language experiences. It is a unification of the various language processes into a viable learning activity for pupils.

When one attempts to define reading and language functions in the broad sense he will discover that these are all-inclusive terms and encompass many skills. Among them can be noted visual and auditory discrimination and perception, thinking about and reacting to printed symbols, a host of word attack skills including phonetic and structural analysis, as well as an appreciation of literary

style, reading, and listening for meaning, for facts, for main ideas, to draw conclusions, and for appreciation as well as other purposes. But reading and language learning are more than this. They are more than the sum of the separate skills. They are a synthesis as well as a process of becoming. Synthesis, putting together the skills needed to read, listen, and comprehend, is a never-ending task and implies a kind of eclectic dynamism so crucial to the use of language as a tool for many purposes. As a process of becoming, the reader and listener never finally arrives, but is constantly growing in the use and refinement of his skills. This is what the process is all about.

To initiate and sustain the joy and value of reading and language learning is what the P - V - S program is designed to do.

Because reading cannot be separated from the other language functions of listening, speaking, writing, and thinking, they are also included in the P - V - S activity. In this way they are in a position to complement each other.

CHAPTER I

Using Language Functions

In order to read or write well, one must have considerable knowledge of printed vocabulary. In order to listen or speak well one must be able to understand and apply oral vocabulary. These skills come from experience and usage and although the vocabulary is the same, the media differ. Reading and writing are primarily visual tasks, but speaking and listening are primarily aural. Moreover, reading (a visual task) is also an impression--intake process, whereas writing (a visual motor task) is an expression--output process. In reading one attempts to comprehend and react to the printed thoughts of others. In writing one attempts to formulate his thoughts and express them graphically for others to comprehend.

Nor should we forget listening and speaking because they are corollary processes.

Listening is the aural impression--intake process and speaking is the oral expression--output

process. They are also concerned with the communication of ideas whereby thoughts and meaning are expressed through the use of vocabulary. The major difference here, of course, is that words are spoken.

All the above mentioned processes involve meaning and comprehension. Each becomes increasingly more difficult as students mature and attempt to read and function at higher levels.

In order to initiate the four language processes of listening, speaking, reading, and writing, individuals need to have suitable experiences, the capacity or ability to comprehend or understand what they are doing, knowledge of vocabulary (meanings and nuances), and the ability to synthesize or put them together in an intelligible whole. Such behavior implies media as well as structure in order for learning to take place. The P - V - S program is designed to provide this so that all language functions will be included and used to augment each other.

Basically P - V - S is an in-depth, structured extension of the current, widely used language-experience approach to teaching reading skills. (4-5) However, there are major differences: whereas language experience is primarily a large group activity directed by the teacher, P - V - S is more of an individual, partner, or small group activity needing a minimum of teacher direction. In the language experience approach, teachers usually begin with the class as a whole and then move on to smaller groups as the learning occasions warrant. In P - V - S the opposite takes place. Furthermore, language-experience usually depends upon some prearranged activity such as a field trip outside the classroom; P - V - S does not because it is available at any time. Whereas language experience is limited by the very nature of the activity itself and the vital additional limitation of the vocabularies of the pupils themselves, P - V - S is not. Actually P - V - S tends to be almost unlimited in scope and content, depending upon the ingenuity of the teacher.

Moreover, for those students who cannot work by themselves or with another pupil, paraprofessional assistance may be utilized.

In general, the language experience approach to teaching reading is a product of group oral expression converted to print form (chalkboard or chart) by the teacher. For example, after students have had an experience such as a visit to a library, dairy, farm, museum, power plant, or some other place, they can be guided into a discussion of what they did. From the discussion, a jointly composed story evolves, and the writing or the transposition from oral vocabulary to printed vocabulary is executed by the teacher. Usually the teacher follows the lead of the pupils and does little or no editing. In this instance, the teacher acts as a scribe for the group and writes down the ideas and sentences coming from the children. Subsequently, a chart may evolve for present and future reading.

The advantages of language experience are many. Teachers can capitalize on pupil interest. There is a meaningful immediacy involved in the activity. Pupil

motivation to think, speak, and to read is usually high. Many different words can be discussed and a feeling for sentence sense can be brought out as the teacher and pupils construct their experience story. Here the process as well as the product are important because pupils can see how speech is transformed into print.

As with most teaching procedures, there are some disadvantages to the language experience concept. Probably one of the greatest disadvantages is that of vocabulary. First of all, there is no vocabulary control and secondly the vocabulary used by the pupils is a self-limiting factor. The choice of words is up to the children, ableit with guidance by the teacher. Nevertheless, the vocabulary used is that of the pupils and they can seldom think beyond its limits. (9) There is no built-in, developmental vocabulary sequence involved. Another important disadvantage is in the structure of the process. It is usually large or medium-size group oriented. Although this may be advantageous for some children,

it is disadvantageous for others simply because they do not function well in a group setting no matter how congenial. Moreover, group processes may hide, muffle, stifle individuality. (7) This point is crucial. The interpretation placed upon a particular experience by any given child should be unique and should reflect his thinking, as he sees it. Such interpretations may differ widely among the various pupils in the class, but it is from such divergence that greater insight and flexibility can evolve. To this end, teachers should provide for, should foster, divergence of opinion and reaction so that perceptions may be enhanced. Unfortunately, this does not always come about in the typical language experience activity.

Apparently P - V - S has none of the disadvantages noted above and it seems to take pupils much farther along the road to greater language achievement. And this is the case regardless of grade level.

CHAPTER II

The Construction Process

The Picture - Vocabulary - Story language process activity is relatively simple to make and use in the classroom. This is true regardless of the grade level involved. P - V - S is applicable in the first grade as well as in the twelfth grade.

The first step is concerned with building the device. For this the teacher will be able to use readily available, more or less standard materials, and will need some time to make the items or "lessons."

In order to construct a "lesson", the teacher will need these materials:

1. A picture that is interesting to view and that tells a story all by itself. (Illustration A) Usually these can be obtained from magazines such as Life, Ebony, Time, Newsweek, etc.

2. A file folder of the type readily obtained in school stores or office equipment stores. The

P - V - S

Construction

(A)

A. Select a picture that tells a story.

medium weight, light-colored folders are best for this purpose. Dark-colored folders should not be used because the vocabulary will not show up clearly.

3. Miscellaneous materials are also needed. These include scissors, or better still a paper cutting board; rubber cement, or dry mount tissue so that the picture can be smoothly mounted on a piece of medium weight, light-colored cardboard. Ruler or straight-edge. Marking pen, preferably black. Envelope for holding the vocabulary and a large envelope to contain the competed "lesson."

When materials have been assembled, the teacher can proceed to construct the lesson to be used by the pupil. First of all study the picture and decide on the nature of the story. Make notes, especially of the unusual words that come to mind as the interpretation develops. (Illustration B) Then mount the picture on the cardboard. (Illustration C) Use dry mount tissue or some other adhesive medium so that there are no wrinkles in the picture.

P - V - S

Construction

(B)

B. Make a list of words which comes to mind.

P - V - S

Construction

(C)

C. Mount the picture on a piece of cardboard.

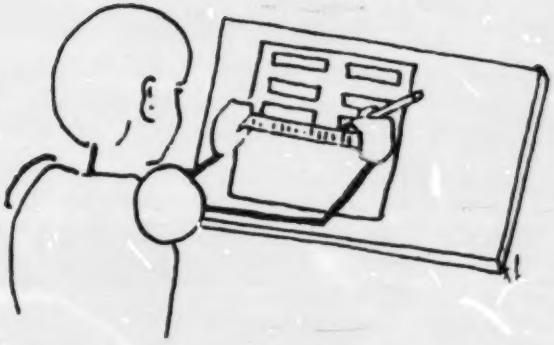
After that turn the mounted picture over so that the cardboard back is face up. Now look to the list of words or the vocabulary describing the picture. Divide the back of the picture into rectangles of equal size, one for each word. (Illustration D) If there are ten words for the story of the picture, divide the back into ten rectangles of equal size. If there are fourteen words which adequately describe the picture, divide the back into fourteen rectangles. Obviously this is a flexible procedure. There is no single correct number of words best suited to describe a particular picture. Actually this depends upon the interpretation of the viewer. Such flexibility is one of the strengths of this process.

Now that the vocabulary has been selected and the back of the picture mount has been divided into the appropriate number of rectangles, the teacher should print those words, one per rectangle, on the cardboard. (Illustration E) Care should be

P - V - 3

Construction

(D)

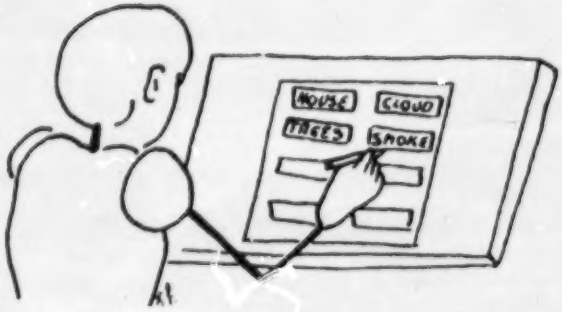


D. Divide the back into equal-size rectangles.

P - V - S

Construction

(E)



E. Print words, one per rectangle, on the back.

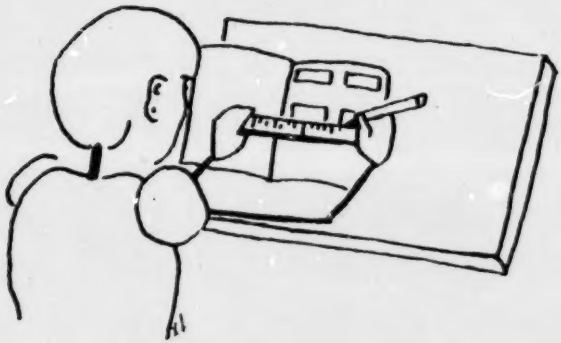
exercised so that the vocabulary is legible. When completed, there should be a mounted picture on one side of the cardboard and the words (vocabulary), one per rectangle, printed on the reverse side.

The next step is to prepare the file folder. Open it as if it contained data or material to be perused. Hold it flat so that there is a right-hand portion and a left-hand portion facing up. Use the right-hand portion of the folder for the vocabulary list and divide it into the same number of rectangles as on the back of the picture. (Illustration F) It may be advisable to take the vocabulary side of the picture and measure it and the rectangles containing the words so that they are of equal size. Then draw the rectangles on the right side of the folder accordingly. Once the folder has been divided into the same number of sections as the back of the picture, copy the vocabulary in the same sequence. (Illustration G) The words on the right side of the folder should be a duplicate of the words on the back of the picture. These

P - V - S

Construction

(F)



F. Divide the right-hand side of a file folder into the same number of rectangles as the back of the picture.

P - V - S

Construction

(G)

G. Copy (print) the vocabulary from the back of the picture onto the folder and do so in the same sequence as on the back of the picture.

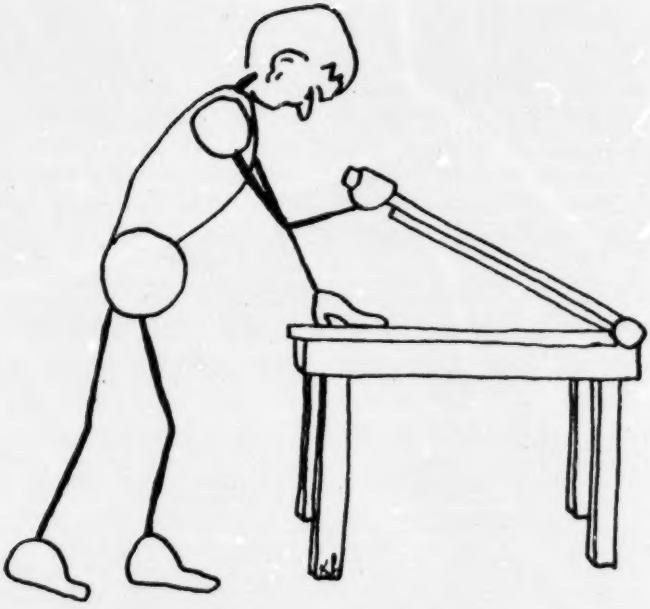
words should be about the same size and they must be in the same sequence. At this point in the construction of the "lesson," the back of the picture and the right side of the file folder look the same. The vocabulary sequence on the one match the vocabulary sequence on the other.

The last step in making this device is as follows. Take the picture with the vocabulary side face up and cut it into rectangles so that each one contains a word. (Illustration H) Using the paper cutter or scissors cut along the lines dividing the picture into rectangles. If properly cut, there will be a word on one side and a segment or part of the picture on the other side. These are the vocabulary card which, when fitted together in the correct sequence will form the picture on the reverse side. To check this, assemble them and simply flip the cards over. Look to see if the picture segments are correctly placed. This is like a jig-saw puzzle in reverse.

P - V - S

Construction

(H)



H. Cut the picture into the same number of rectangles (vocabulary cards) as appears on the back.

CHAPTER III

Classroom Usage

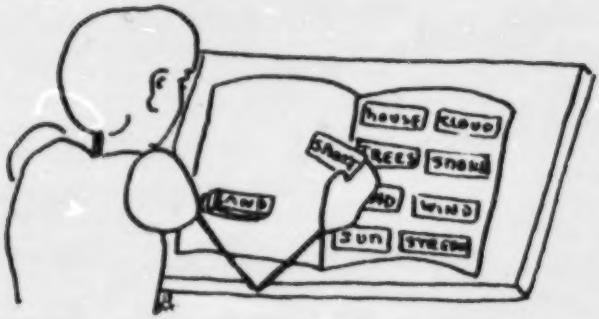
When the Picture - Vocabulary - Story instrument has been constructed, it is ready for children to use. As with any teaching device, it should be introduced to those pupils who are going to use it. (1) How this is done depends upon the teacher and the group. An adequate introduction for one child or group may be woefully inadequate for another. The teacher must adjust the explanation to suite the pupils involved.

In essence the Picture - Vocabulary - Story instrument is a structured medium in which the pupil matches the vocabulary cards with the vocabulary side of the file folder. (Illustration I) After the vocabulary has been correctly matched, the folder is closed, flipped over, and reopened. (Illustration J) If correctly manipulated, the file folder vocabulary will appear on the right and the assembled picture will appear on the left. (Illustration K)

P - V - S

Usage

(I)

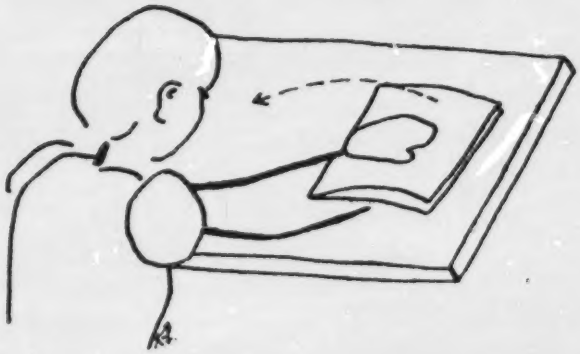


I. Pupil matches vocabulary cards by placing them on the file folder over the vocabulary already printed on the right.

P - V - S

Usage

(J)

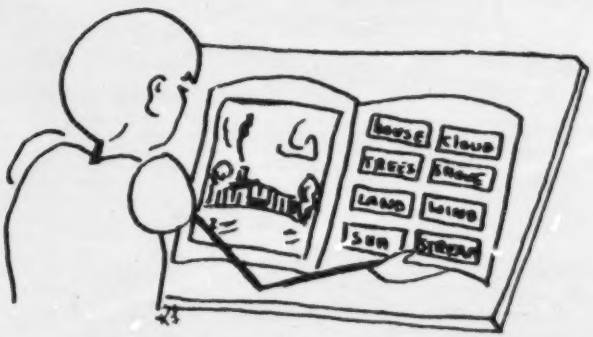


J. Folder is closed and then flipped over.

P - V - S

Usage

(K)



K. Folder is opened disclosing a picture on the left and the vocabulary on the right.

Now the pupil can begin to make up his story. Ideally, he should use the vocabulary on the right and incorporate those words in his story as he looks at the picture on the left and thinks about what it tells him. (Illustration L) He may relate his story in an oral manner (To the teacher, teacher aid, tape recorder, or study helper) (6) or he may write his story about the picture and utilize the vocabulary already presented or other words that come to mind from and about the picture. (Illustrations M and N)

The vocabulary on the right serves as a guide to lend some structure to the activity. However, there is no one, single, fixed interpretation which should be used by the teacher. Instead, there should be a great diversity of results even though the picture and the vocabulary are the same. Such is the outcome of individual interpretation of stimuli.

Creative classroom use of P - V - S depends primarily on the teacher. (8) As such, the teacher

P - V - S

Usage

(L)

L. Pupil studies the picture and the vocabulary.

P - V - S

Usage

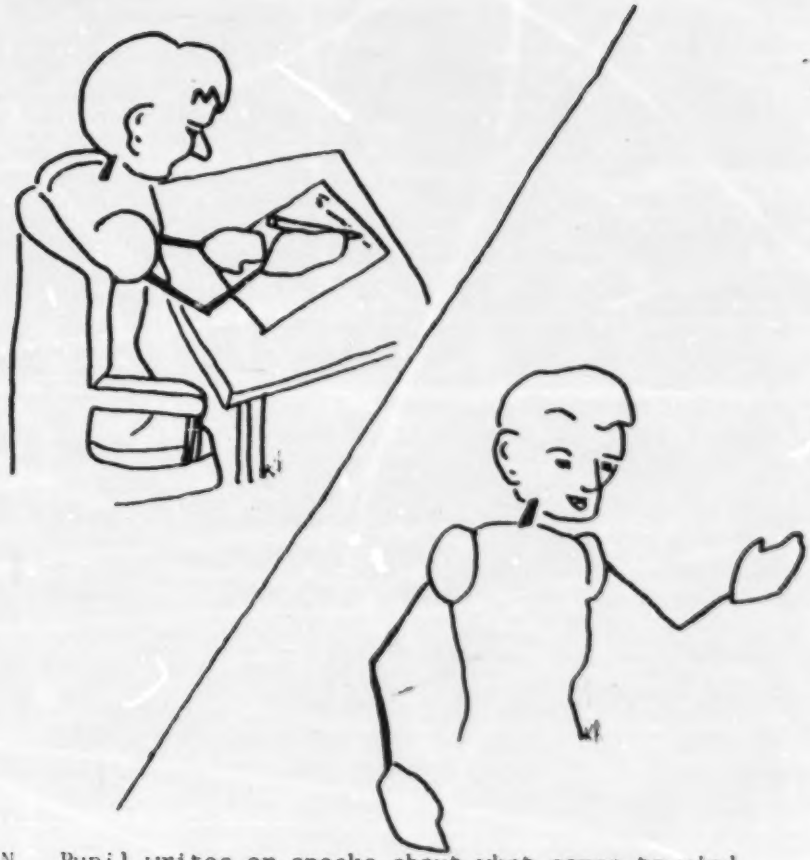
(M)

M. Pupil makes up his own story using the picture and the vocabulary.

P - V - S

Usage

(N)



N. Pupil writes or speaks about what comes to mind from his experience with the device.

should be prepared to free children to create their own stories in a manner that has meaning for them. Some pupils will look at the picture and the vocabulary and use them as a point of departure to tell or write their stories as they interpret the medium. The result may be far different from what the teacher has expected. Such freedom of expression is to be desired.

Some children may find their interpretation leads them to draw another picture or to build something illustrative of their thinking. Again such activity should be encouraged by the teacher.

Creativity and freedom of expression are the basic by-products of the P - V - S medium. These ultimately lead to greater language facility, the goal of instruction.

CHAPTER IV

Language Functions and Values

The Picture - Vocabulary - Story device is so structured that it incorporates all the language functions as well as specific reading skills. For example when the teacher explains the process to a pupil, he has to listen carefully or he may miss something. When the student matches vocabulary (placing the cards over the words on the folder) he is using the skill of visual discrimination and is incorporating configuration clue concepts. When he has placed all vocabulary in the proper place, closes the folder, flips it, and reopens it, he is manipulating the device thereby learning greater mascular control and hand-eye coordination. As he views the printed words on the right side of the file folder and the assembled picture to the left, he again employs visual discrimination and the use of picture clues in concept

formation. Putting it all together (synthesis) causes the child to think about what he is doing which is another vital process. As he thinks about the picture and how the vocabulary can fit, he is using sequence and main idea concepts, all of which are crucial to reading and related language functions.

Obviously as the pupil tells his story orally, he is using speaking skills which force him to formulate his ideas in some comprehensive and comprehensible form. (9) Just as obviously, if the pupil writes his story he must also formulate his ideas in a similar manner and incorporate them and express himself in written form. The development of these skills is a vital ingredient in any educational program.

P - V - S

A Final Note

The Picture - Vocabulary - Story process can be a complete reading program by itself, but it seems better suited to the role of a vital supplementary activity. The teacher should construct several P - V - S "lessons" or a series of progressively more difficult instruments for classroom use. Then let the children prepare their own after they understand how the medium operates. These, the pupil-prepared activities, can be shared with others in the class or with other classes and then stored in a suitable location for subsequent use as the occasion warrants. This results in a room library of pupil-prepared P - V - S instruments.

P - V - S is a flexible yet structured reading and language development activity. It has many learning advantages for teachers and pupils alike. Hopefully teachers will utilize this approach medium in their classrooms and make reading and related language functions much more appealing and worthwhile to all concerned.

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